



MULTIPLY
EXCELLENCE
IN YOUR SCHOOL
STUDY GUIDE



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A STUDY GUIDE FOR MULTIPLY **EXCELLENCE** IN YOUR SCHOOL

Multiply Excitement for Teaching Multiply Passion for Serving M u l t i p l y E x c e l l e n c e

In *Eyes on Culture: Multiply Excellence in Your School*, Emily Paschall supplies the recipe for success in today's schools. School culture is the hidden curriculum that drives a school forward or backward, and when strong relationships and relentless passion are at its root, this is when excellence multiplies. This book is filled with a wide range of authentic stories and lessons, as well as tangible takeaways that will "culturize" your classroom, school, and community. Emily provides you with the necessary tools to not only live your own excellence, but to multiply excellence in others.

As you read through the guided questions, you may choose to discuss each question before reading the chapters or you may wait until you finish reading each chapter before engaging in a dialogue with your team. Each chapter is filled with content, strategies, ideas, stories, reflections, anecdotes, quotes, and challenges to provoke honest and meaningful discussion.

Thank you for investing in *Multiply Excellence In Your School*, but more importantly, for investing in yourself and others in order to cultivate a community of learners who aspire for greatness. We hope this study guide motivates and inspires educators to do whatever it takes to ensure a culture of excellence in every classroom and every school.

CHAPTER ONE

1. Reflect on this quote by Paschall - "A recent statistic stated that fewer than 50% of students believed they had a teacher who cared about them as an individual." How does this statistic compare to the kids in your school? How are you measuring this? What can you do, both individually and collectively, to ensure that every student's answer will be that they know that they are cared for at school?
2. Reflect on this quote by Paschall - "Whatever role you are in, you possess the power to multiply excellence by creating magical learning experiences in your classroom or school every single day. Unleash that power and never look back." (page 5) Describe a time you created a magical learning experience in your classroom or school. Describe how your audience (kids and/or teachers) responded. How did it make you feel?
3. What magical learning experiences do you have planned in the future?
4. Reflect on this quote by Paschall - "We can teach our hearts out, but with the window of receptivity mostly closed, our efforts are futile. If we want to create learners who are intrinsically motivated to succeed, we need to make them feel safe so they will open their window as wide as they can." (page 6) Think about a student whose window of receptivity was sealed shut. There is always an underlying reason for a person's lack of desire or ability to connect. What was the barrier to you being able to connect with that child? How did you handle this? What could you have done differently?
5. Reflect on this quote by Paschall - "Some teachers are overflowing with academic knowledge, but their passion and care for children isn't there. In order to be an effective teacher and leader, we have to focus not only on the mind, but also on the heart." (page 6) On a scale of 1-10, where would you rate yourself on having a balance of heart and mind? What are some ways you can work to balance your approach so that you can better reach a child?

CHAPTER ONE

6. Activity: Take a moment to think about what you want your students or teachers to say when asked about what it is like to be in your classroom and/or school. Write a brief elevator speech from the point of view of a student telling someone about what makes their daily learning environment a magical place.
7. Commit: What do you hope to gain from this book study? What are you willing to commit to do to make this experience most productive not only for yourself, but also the rest of your study group? Communicate these commitments to one another.

CHAPTER TWO

1. Reflect on this quote by Paschall - "Who are the kids in your school that are struggling to function because they are weighed down with stressors from home that no child should ever have to worry about? More importantly, what are you doing about this?" (page 25) Take a moment to discuss these thoughts amongst your group.
2. Reflect on this quote by Paschall - "Achievement gaps don't exist because of a child's innate ability. They exist because educators haven't discovered the students' true interference." Think of a student in your classroom/school who is not succeeding in some area. How will you relentlessly champion for this student to help them overcome their interferences?
3. Paschall believes that in order to champion kids, we must be tuned in to all five tiers of Maslow's model to know where our students' deficiencies lie. Reflect on the structures you have in place to make sure Maslow's Hierarchy of Needs are met for your students. Using a blue pen, list the structures you already have in place beside each category. Using a red pen, list what you are going to do to fill the gaps in meeting each hierarchy.



CHAPTER TWO

4. Reflect on this quote by Paschall - "Compliance. It's one of those words that makes me cringe when a teacher thinks it is the key to getting kids to learn. But is compliance always a bad thing? No. In some ways, it is necessary. When the tornado drill sounds, kids should comply and take necessary actions toward safety. But compliance should never be our end goal in the classroom." Oftentimes, academic apathy stems from students not being intrinsically motivated in the classroom. Think of a time when your students weren't engaged in the learning and reflect on how you could enhance future learning experiences.
5. When kids are compliant, what does this look like in the classroom? What might the teacher be doing in a classroom of compliant students? What does the classroom look like when students are excited about learning? What might the teacher be doing? Use the chart below to organize your thoughts.

COMPLIANCE	What is the teacher doing?	What are the students doing?
	What is the teacher doing?	What are the students doing?
INTRINSIC MOTIVATION		

CHAPTER TWO

6. The best books we read often include a plot with a major turning point. Think of a student in your school whose narrative desperately needs redirecting. How will you champion this student by creating a plot twist?
7. You have an entire community in your back door. How can you build a stronger partnership with businesses, churches and community members so you can work together to champion kids and their families? Brainstorm specific ways they can help.

CHAPTER THREE

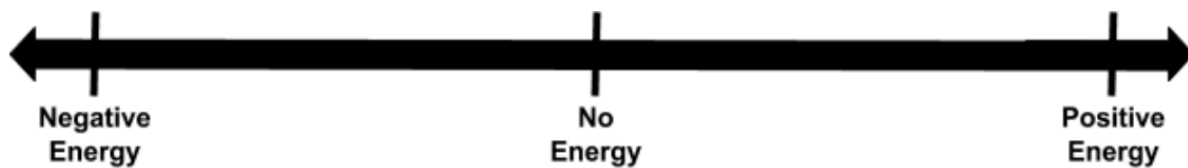
1. Share about a time someone challenged you to grow in a certain area. How did you respond? Was your window of vulnerability open and ready to recognize areas of needed improvement, or did you resist the feedback?
2. Describe a way you stay innovative in improving your craft so you continuously soar above the status quo?
3. Paschall believes that 'broken windows' can become culture killers. The important thing is that you recognize these 'broken windows' and find a productive way to repair them so that they don't make a negative impact on your school's culture. Name a current broken window in your classroom/school/district's academic focus. What is a strength? In reference to the Cycle of Academic Excellence Chart, how are you all moving through each step of this cycle?
4. Reflect on this quote by Paschall. "Multiply a relentless passion for kids. Multiply exemplary instruction in classrooms. Multiply support systems for all teachers. Multiply excellence." How will you multiply excellence within yourself? In your school? Among your students' families?
5. Everyone in the building is at a different stage on their journey toward excellence. In Paschall's section titled 'Learning to Fly', she categorizes each stage of excellence as hatchlings, nestlings, fledglings, and fliers. Where would you categorize yourself? How can you elevate yourself and others by seeking the solution rather than fixating on the problem?
6. Discuss your plans to build culture in your school/classroom using one of the examples of culture builders on pages 111 and 112 or create your own.

CHAPTER FOUR

1. How does your level of communication, zeal, and positivity for your school or school system measure up with Olivia's? Do the people around you know where your school stands regarding your convictions of what's best for kids? Or do others have to make up their own assumptions about where your school stands because you haven't clearly expressed it?
2. Consider the anxieties and stresses life may be throwing at you. Are they inside or outside your realm of control? What are some strategies you could use to work through these?
3. Reflect on this quote by Paschall - "When you are in control of your mindset, that is when you will begin to carry the banner." Reflect on a time your mindset, or someone else's, interfered with carrying the banner for your school.
4. Reflect on this quote by Paschall - "What you say about your school and the people who fill it will either carry or trample the banner. There is no in between. You are the beginning of your school's reputation." How does this statement resonate with you?
5. When your coworkers begin to feel weak, do you help them carry the banner, or do you allow them to put the banner to rest?
6. If our community, our students, and especially our teachers in the building don't know what is on the banner, it might as well be folded up in the closet. Consider your school's banner. What does it signify? Do you know? More importantly, does your staff know?

CHAPTER FOUR

7. Reflect on this quote by Paschall - "Negative energy will quickly move a school culture backward, but no energy leaves your school in a highly vulnerable state because it means your school's banner is at rest." Reflect on the energy rating scale below. Where would you place yourself? If you don't see yourself as someone who exudes positive energy, what can you do to get there?



CHAPTER FIVE

1. Reflect on this quote by Paschall - "When we share our stories about landing in Holland, we bring hope to the person who has not yet made it to the other side of their circumstances." (page 143) Think about a time you shared or heard someone share a life experience to bring someone hope. How does being vulnerable make you a better leader?
2. Reflect on this quote by Paschall - "When we allow selfless seeds to take root in the garden of our hearts, that is when we will become merchants of hope to kids." Who is someone you know that does whatever it takes for their students? What can you do to be a better merchant of hope?
3. Reflect on this quote by Ms. Stark - "I never had a positive experience in school. Ever! Y'all are a first for me, that's for sure. You're different, Mrs. Paschall." Have you ever had a conversation with the Ms. Stark of your school? Was it positive or negative, and how could you have built a better relationship?
4. How can you build a relationship with your parents so that they can become a greater blessing to their children and your school?
5. Answer questions 1-6 in the 'Reflect, Reboot, Restore' section. What did you learn about yourself? Were any questions difficult for you to answer? In a small group, discuss your answers with one another. Take time to develop an action plan on how you will grow yourself to become that '10'. How can your staff support one another so that you can collectively work toward becoming exemplary?

CHAPTER FIVE

6. Reflect on this quote by Paschall - "Empowered teachers create a chain reaction of influence all around them. Empowered teachers become merchants of hope. Empowered teachers multiply excellence." How are you empowering your staff and students?

7. Reflect on this quote by Paschall - "Don't allow circumstances to dictate your journey, Instead, let them determine your starting point." Identify a stumbling block from your past that you have turned into a stepping stone. Reflect on a time you missed out on making stepping stones.

CHAPTER SIX

1. How would you define the difference in an influencer and a multiplier? In what ways do you try and multiply excellence on a daily basis?
2. Who has made the greatest difference in accelerating your career pathway? Why?
3. Reflect on this quote by Paschall - "Learning about leadership and excellence should not stop with us. It should spread through us." How can you support others and elevate them to the next level so they too can achieve excellence?
4. Mr. Wade made a tremendous impact on Paschall's life because of the time he invested in building a relationship with her. Reflect on a time when a former student or colleague reminded you of something you said or did to make such an impact on them.
5. Paschall lists five things you can commit to doing to improve yourself so that you can multiply excellence in others. What are some other ways we can achieve this? What are some ways we unintentionally fall short from reaching this goal?
6. Reflect on this quote by Paschall - "We all fall down, but just because we have fallen doesn't mean we've failed. We fail when we don't choose to stand back up." Reflect on a time you stood back up, even though you didn't feel like it. What did you gain from this experience?
7. Reflect on this quote by Paschall - "The person who multiplies excellence in others is the leader." Share a story about someone who may not have been in an administrative role, but still created a ripple effect of excellence in others.